

Missouri Department of Elementary and Secondary Education

Missouri Distance Learning Survey Report



“Making a Positive Difference Through Education and Service”
Dr. D. Kent King, Commissioner

November 2004

Missouri Department of Elementary and Secondary Education

A Report on the 2004 Missouri Distance Learning Survey

The Distance Learning Survey was conducted under a partnership of the Department of Elementary and Secondary Education (DESE), the Missouri Distance Learning Association (MoDLA), and the High Plains Regional Technology in Education Consortium (HPR*TEC).

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The Missouri Distance Learning Survey was conducted in the fall of 2004, and represents a joint effort among the Department of Elementary and Secondary Education (DESE), the Missouri Distance Learning Association (MoDLA) and the High Plains Regional Technology in Education Consortium (HPR*TEC). The survey was created to take an accurate snapshot of the distance learning efforts implemented by Missouri public schools. Data from the survey will help DESE and MoDLA better understand how schools are using distance learning to meet curricular and instructional needs and the factors that schools perceive as contributing to and challenges to their use of distance learning.

Staff from DESE and MoDLA developed the survey, which consisted of six questions and space for additional comments. Schools indicating that they had students enrolled in distance learning courses during the 2004 fall semester were asked to complete all the questions; schools indicating no students currently enrolled in distance learning courses needed to complete only those questions pertaining to perceived challenges to and benefits in using distance learning. A copy of the survey is provided as an Appendix to this report.

Schools completed the survey online. HPR*TEC programmed and hosted the survey on its web site. On October 13, 2004 DESE mailed a letter to all 524 districts asking districts to complete the survey by November 8, 2004. At the close of the survey completion window, HPR*TEC provided MoDLA with the results. MoDLA took the raw data and provided DESE with a preliminary summary analysis. DESE finalized the summary report and made a presentation of the report at the Legislative Roundtable II, held in Jefferson City on November 23, 2004, and co-hosted by MoDLA and the Missouri Rural Development Partnership's Telecommunications and Education Committees.

SPECIAL THANKS go to MoDLA members who helped plan and implement this project, and to Marilyn Ault and others with the High Plains RTEC who facilitated the online data collection and data analysis processes.

This report is one of several documents that examine the use and effectiveness of education technologies in Missouri. Other evaluation information can be found in the Missouri Education Technology Strategic Plan reports, eMINTS Program research reports, annual technology program reports, project descriptions, and annual evaluation narratives – all of which may be accessed from the Instructional Technology website at <http://dese.mo.gov/divimprove/instrtech>.

For additional information regarding the Census of Technology, contact the Instructional Technology section by telephone at 573-751-8247 or email at instrtech@dese.mo.gov.

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Survey Respondents

A total of 213 Missouri school districts participated in the online distance learning survey. Web space for the survey was provided through the assistance of the High Plains Regional Technology in Education Consortium (HPR*TEC). Of the 213 districts reporting, 77 districts report student enrollment in distance learning courses for this semester, fall 2004: in 75 high schools and 2 middle schools. The remaining 136 districts report having no students currently enrolled in courses via distance learning.

Table 1. Survey Respondents by Distance Learning Use Status

<i>Number Districts Reporting...</i>	<i>Number of Districts</i>	<i>Percent of Districts</i>	<i>Percent Districts with High Schools</i>
▪ Students currently enrolled in distance learning courses	77	26%	26%
▪ No students enrolled in distance learning courses	136	41%	41%
Total	213	15%	15%

Distance Learning Technologies Utilized in Missouri Schools

Two-way interactive television (I-TV) is the prevalent distance learning technology currently utilized in Missouri, followed by web-based or online learning and blended technologies (involving a combination of live interactive and pre-packaged instruction).

Table 2. Distance Learning Technologies Currently Utilized

<i>Distance Learning Technology Type</i>	<i>Number of School Districts *</i>	<i>Number of Students Enrolled Fall 2004-05</i>
Two-way, live interactive television	55	1376
Two-way, live interactive desktop videoconferencing via Internet (e.g., CentraOne)	11	54
Web-based, online instruction via Internet: packaged course without live, two-way interaction	18	305
Blended combination of live interactive and pre-packaged instruction	6	200
One-way live video signal via satellite dish	7	23
One-way video via commercial or public television programming, (e.g., Cable in the Classroom)	6	8
Correspondence Course	23	93
Total	126	2059

* NOTE: Duplicated count of school districts, as 36 districts were utilizing multiple technologies

Distance Learning Courses Offered by Type, Source, and Curriculum Area

Respondent districts reported offering 364 distance learning courses during the current semester. Advanced Placement (AP) and dual credit courses are the most prevalent distance learning courses, totaling 218 and accounting for 58% of all distance learning courses, followed by high school credit courses, at 160 or 42% of all distance learning courses. Providers of distance learning courses are nearly equally divided between K-12 schools and colleges/universities, with 48% provided by K-12 schools and 52% provided by colleges and universities. Correspondence courses account for 6% of all distance learning courses, with commercial vendors accounting for less than 4% of distance learning courses.

Table 3. Number of Courses Offered by Course Type and Source

<i>High School Courses</i>	<i>AP or Dual-Credit Courses</i>	<i>Courses Provided by a K-12 School</i>	<i>Courses Provided by a College or University</i>	<i>Correspondence Courses</i>	<i>Commercial Courses</i>
160	218	125	133	22	14
42%	58%	48%	52%	6%	4%

Note: Percentages are based on total number of distance learning courses offered (353). Because categories are not mutually exclusive, percentages will add to more than 100%.

The breakdown of distance learning courses by curriculum area is fairly evenly divided among communication arts, science, math, social studies, and foreign language. The number of distance learning courses in math and science are slightly greater than other curriculum areas.

Table 4. Number of Courses Offered by Curriculum Area

	<i>Communication Arts</i>	<i>Science</i>	<i>Math</i>	<i>Social Studies</i>	<i>Foreign Language</i>	<i>Other</i>
Number of Courses Offered (N=364)	67	82	87	61	65	2
Percent of Courses Offered	18%	23%	24%	17%	18%	<1%

Science, math and social studies courses offered via distance learning are more than twice as likely to be offered as Advanced Placement (AP) or dual-credit classes, as opposed to high school credit only courses. Foreign language courses offered by distance learning are predominantly offered for high school credit only.

Table 5. Number of Courses Offered by Curriculum Area and Course Type

<i>Type of Course</i>	<i>Communication Arts</i>	<i>Science</i>	<i>Math</i>	<i>Social Studies</i>	<i>Foreign Language</i>
Number of High School Courses (N = 160)	29	29	20	15	67
Number of AP or Dual-Credit Courses (N = 218)	36	66	70	42	4

Both K-12 schools and colleges/universities appear to be equally important as course providers. A slightly higher number of distance learning courses were offered by colleges or universities in communication arts and social studies, while science, math, and foreign language courses are slightly more likely to be offered by school districts.

Table 6. Number of Courses Offered by Curriculum Area and Course Provider

<i>Type of Course Provider</i>	<i>Communication Arts</i>	<i>Science</i>	<i>Math</i>	<i>Social Studies</i>	<i>Foreign Language</i>
Number of Courses Provided by a K-12 School (N = 125)	30	18	28	22	27
Number of Courses Provided by a college or university (N = 133)	33	15	23	37	25

Among the small number of correspondence courses offered, communication arts and foreign language courses are the most prevalent. The largest number of commercial distance learning courses utilized is in the area of foreign language.

Table 7. Number of Correspondence and Commercial Courses by Curriculum Area

<i>Course Type</i>	<i>Communication Arts</i>	<i>Science</i>	<i>Math</i>	<i>Social Studies</i>	<i>Foreign Language</i>
Number of Correspondence Courses (N = 22)	8	2	5	1	6
Number of Commercial Courses Purchased (N = 14)	0	3	2	2	7

Priority Challenges Faced by Districts Currently Using Distance Learning

Respondents were asked to rate potential challenges that districts face in being able to utilize distance learning, from 1 (highest priority) to 5 (lowest priority). Potential challenges are listed in six topical categories: technology infrastructure; teacher preparation and delivery of instruction; course development selection or adoption; course evaluation; course grades/credits; and funding structure issues. Within each major category of potential challenges were listed several sub-topics on which respondents also rated their priority for each.

Among districts currently using some form of distance learning technology, funding structure issues is the highest priority, followed by technology infrastructure. Just over 50% of all districts currently using distance learning technology rated funding structure issues as the highest priority.

Respondents were also given an opportunity to include any other challenges not listed in the survey. Two responses were provided in the “Other” category: lack of teachers to teach courses and lack of available classes. Both responses received a priority rating of “1”.

Table 8. Priority Challenges among Districts Currently Using Distance Learning

<i>Challenges</i>	<i>Mean Rating</i>	<i>Priority Ratings</i>				
		1	2	3	4	5
<i>Funding Structure Issues</i>	1.98	53%	20%	12%	6%	9%
Availability of local funds for distance learning	1.89	55%	17%	15%	8%	5%
Availability of state and/or federal funds for distance learning technology	1.88	58%	17%	12%	8%	6%
Existence of school funding based on average daily attendance	2.26	42%	16%	24%	10%	8%
Determining ADA when students cross district boundaries	2.98	25%	9%	28%	17%	20%
<i>Technology Infrastructure</i>	2.17	41%	24%	18%	11%	6%
Availability of and access to distance learning technology equipment	2.28	43%	20%	16%	10%	11%
Availability of and access to student computers	3.00	21%	19%	19%	22%	19%
Availability of and access to broadband telecommunications infrastructure	2.68	34%	15%	21%	11%	19%
Affordability of broadband access	2.60	37%	15%	18%	9%	20%
Availability and access to local technical support	2.55	31%	27%	16%	8%	18%
Availability of and access to out-of-district technical support	2.85	23%	21%	26%	11%	18%

Table 8. Priority Challenges among Districts Currently Using Distance Learning
(Continued)

<i>Teacher Preparation and Delivery of Instruction</i>	2.41	17%	41%	32%	6%	5%
Availability of training for teachers on how to use equipment	2.35	24%	32%	35%	5%	5%
Availability of training for technical staff on how to support distance learning	2.44	19%	32%	38%	8%	3%
Availability of training for teachers on how to teach via distance learning	2.24	31%	26%	34%	8%	2%
Release time for planning, implementing, and evaluating use of distance learning	2.51	21%	32%	29%	14%	5%
Teacher certification requirements	2.60	26%	27%	21%	13%	13%
<i>Course Development, Selection or Adoption</i>	2.91	15%	21%	33%	18%	12%
Availability of information on courses available	2.76	19%	27%	24%	19%	11%
Availability of information on how to align courses with local and state curriculum	2.76	19%	19%	37%	15%	10%
Administrator or teacher release time to conduct alignment	2.84	18%	19%	32%	23%	8%
Outside assistance in selecting or developing appropriate courses	3.27	8%	13%	38%	24%	17%
Time and expertise for teachers and administrators in selecting or developing courses	2.82	21%	16%	31%	24%	8%
<i>Course Evaluation</i>	3.08	7%	24%	34%	19%	15%
Expertise in measuring student performance	2.92	11%	21%	39%	20%	8%
Expertise in evaluating teacher performance	2.79	13%	26%	34%	16%	10%
Availability and use of reporting system that provides feedback to district	2.75	19%	27%	25%	17%	11%
<i>Course Grades/Credits</i>	3.32	11%	12%	35%	22%	20%
Determining how credits awarded (seat-time, course completion, competency testing)	3.18	15%	15%	27%	26%	18%
Determining who awards credits	3.31	13%	16%	23%	24%	24%
Determining what courses meet high school graduation requirements	3.37	15%	6%	32%	21%	26%

Priority Challenges Identified by Districts Not Currently Using Distance Learning

Priorities differed somewhat between schools having already implemented distance learning technologies and those that had not. Among districts not currently using some form of distance learning technology, funding structure issues present the greatest challenge, followed by teacher preparation and delivery of instruction. Approximately 60% of all districts not currently using distance learning technology rate funding structure issues as their highest priority.

Several responses, receiving priority “1” ratings, were entered in the “Other” category. These include: Availability of college credit courses, lack of money, scheduling conflicts with other schools (e.g., use of block system), funding to hire staff to administer, no demand for distance learning courses, scheduling, space, interest, and no need.

Table 9. Priority Challenges among Districts Not Using Distance Learning

Challenges	Mean Rating	Priority Ratings				
		1	2	3	4	5
Funding Structure Issues	1.77	59%	23%	6%	6%	6%
Availability of local funds for distance learning	1.58	66%	19%	6%	6%	2%
Availability of state and/or federal funds for distance learning technology	1.74	57%	25%	8%	7%	3%
Existence of school funding based on average daily attendance	1.95	53%	15%	19%	12%	2%
Determining ADA when students cross district boundaries	2.39	29%	25%	29%	12%	5%
Technology Infrastructure	2.48	39%	15%	15%	17%	13%
Availability of and access to distance learning technology equipment	2.12	54%	13%	13%	6%	13%
Availability of and access to student computers	3.28	16%	22%	12%	26%	24%
Availability of and access to broadband telecommunications infrastructure	2.71	26%	26%	16%	20%	11%
Affordability of broadband access	2.27	39%	30%	8%	11%	11%
Availability and access to local technical support	2.86	27%	19%	18%	15%	21%
Availability of and access to out-of-district technical support	2.94	20%	28%	20%	11%	21%
Teacher Preparation and Delivery of Instruction	2.15	34%	34%	18%	9%	4%
Availability of training for teachers on how to use equipment	2.25	31%	35%	18%	9%	6%
Availability of training for technical staff on how to support distance learning	2.46	23%	31%	31%	8%	8%
Availability of training for teachers on how to teach via distance learning	2.17	31%	35%	23%	8%	3%
Release time for planning, implementing, and evaluating use of distance learning	2.06	40%	25%	29%	2%	5%
Teacher certification requirements	2.81	24%	16%	32%	16%	13%
Course Development, Selection or Adoption	2.36	23%	33%	33%	6%	5%
Availability of information on courses available	2.67	14%	34%	34%	5%	13%
Availability of information on how to align courses with local and state curriculum	2.37	25%	35%	21%	16%	3%
Administrator or teacher release time to conduct alignment	2.38	21%	35%	35%	5%	5%
Outside assistance in selecting or developing appropriate courses	2.70	10%	34%	40%	11%	5%
Time and expertise for teachers and administrators in selecting or developing courses	2.42	21%	35%	32%	10%	3%
Course Evaluation	3.03	15%	19%	34%	21%	11%
Expertise in measuring student performance	2.87	15%	25%	36%	11%	13%
Expertise in evaluating teacher performance	2.85	11%	28%	34%	18%	8%
Availability and use of reporting system that provides feedback to district	2.65	13%	34%	36%	10%	7%

Table 9. Priority Challenges among Districts Not Using Distance Learning
(Continued)

Course Grades/Credits	3.13	7%	28%	28%	21%	16%
Determining how credits awarded (seat-time, course completion, competency testing)	2.95	13%	23%	35%	15%	13%
Determining who awards credits	3.05	10%	17%	42%	20%	10%
Determining what courses meet high school graduation requirements	2.92	13%	18%	42%	18%	8%

Priority Factors That Would *Benefit* District Use of Distance Learning

Respondents were asked to rate several factors that they believe would benefit their district's use of distance learning on a scale of 1 (highest priority) to 5 (lowest priority). State level funding assistance and statewide contract for purchasing options top the priority list for respondents currently using distance learning technologies.

Table 10. Perceived *Benefit* Factors among Districts Currently Using Distance Learning

<i>Benefit Factors</i>	<i>Mean Rating</i>	<i>Priority Ratings</i>				
		1	2	3	4	5
Clearinghouse of approved courses and course providers	2.61	24%	25%	28%	14%	9%
Consulting assistance to districts on use of state and federal funding for distance learning	2.61	28%	22%	22%	17%	11%
Statewide contract for purchasing options for courses/software at discount price	2.38	30%	25%	28%	11%	7%
State-level funding assistance	2.27	45%	16%	15%	12%	11%

Among districts using multiple distance learning technologies, state-level funding assistance and a clearinghouse of approved courses and course providers were considered to be of highest priority.

Table 11. Perceived *Benefit* Factors among Districts Currently Using Multiple Distance Learning Technologies

<i>Benefit Factors</i>	<i>Mean Rating</i>	<i>Priority Ratings</i>				
		1	2	3	4	5
Clearinghouse of approved courses and course providers	2.78	21%	26%	16%	21%	16%
Consulting assistance to districts on use of state and federal funding for distance learning	3.06	6%	28%	33%	22%	11%
Statewide contract for purchasing options for courses/software at discount price	3.11	18%	24%	12%	29%	18%
State-level funding assistance	2.39	44%	11%	22%	6%	17%

Among districts that are not currently using any form of distance learning technology, the top priorities were identified as state-level funding assistance and a clearinghouse of approved courses and course providers.

Table 12. Benefit Factors among Districts Currently *Not* Using Distance Learning

<i>Benefit Factors</i>	<i>Mean Rating</i>	<i>Priority Ratings</i>				
		1	2	3	4	5
Clearinghouse of approved courses and course providers	2.12	38%	29%	22%	7%	4%
Statewide contract for purchasing options for courses/software at discount price	2.51	26%	30%	20%	13%	10%
Consulting assistance to districts on use of state and federal funding for distance learning	2.49	25%	31%	22%	15%	7%
State-level funding assistance	1.82	54%	22%	16%	1%	6%

Comments from Districts Currently Using Distance Learning:

- Information provided also includes ITV classes that we send and our students in those classes. We have only one student receiving instruction through ITV. Although the survey didn't allow for it, we have offered two ITV courses that don't fit into the core class categories or foreign language - Medical Terminology and Child Development.
- We have two major concerns for the distance learning courses. First, working with a university that will not change the requirements on the local teachers for certification/permission to teach a particular class. Second, the university must remember that we still are teaching high-school aged students and instructional materials and delivery methods need to be at that level.
- Funding is needed to construct a classroom designed for distance learning services, as well as the initial infrastructure for equipment, ongoing repairs and updates, training for the instructor, and annual telecommunication fees.
- Funding is always a concern - as dollars dry up, distance learning is usually impacted early.
- If the state is going to support, favor, finance, etc. one distance learning media over another, I encourage the state to continue to support (and favor) two-way, live interactive television (Don't just leave us hanging, like satellite distance learning was left hanging a few years ago.) In the legislative round table (per DESE correspondence dated 13 October) if the topic two-way, live interactive desktop video-conferencing via internet (e.g., CentraOne) comes up... I would like to suggest that it is not the better media for teaching a distance learning class... if students sit and stare at a monitor, etc., it fails to provide the collective social experience needed to enhance the learning experience in both secondary and higher ed (this social experience is a vital part of learning -- ask anyone in the PE dept.)... plus ITV would seemingly be more cost effective long term and better for large classes in secondary ed where schools have limited bandwidth and simultaneous LAN uses.
- We have purchased 4 sets of distance learning videoconferencing equipment. We will be implementing this project in the next few months.
- There is not a standard format for approving K-12 teachers for dual credit offerings. Some universities insist on departments being the final judge and others have a distance learning department that makes the decision.
- This is our first year. It should open doors for our students. It is just scratching the surface of the opportunities that are out there.
- Available funding for upgrading and sustainability.
- Distance learning has become an integral part of our ability to offer advanced and dual credit courses to upper level students.
- Need to reinstate distance learning grants. Need to encourage colleges to be more flexible when approving courses based on number of students involved.
- The amount of bandwidth that is utilized while distance learning takes place. We are looking at having to purchase/obtain additional bandwidth so ITV classes are more fluid and network/Internet users not slowed down.

- The ITV networks are established, we know the courses we want to provide, primary problem is lack of qualified teachers available to teach them. We need the colleges and universities to step up and provide the courses via ITV.
- We have been involved with distance learning since 1997. Our equipment and early training was funded through a consortium grant. Funds will need to be allocated either locally or through grants to replace and update equipment as needed. So far, the equipment has continued to perform in an excellent manner.
- Our options are limited by the availability of classes offered at times we can utilize them. Also high need courses such as foreign languages have a small amount of slots available and yet we have a population needing about 10 more slots.
- We are currently in a position where we are able to offer over 30 hours of dual credit on site and we have a foreign language teacher available who teaches up to 3 years in Spanish. If these factors were not present, we would probably be more active in the pursuit of distance learning.
- Our students use distance learning to obtain college level coursework. I maintain a file of courses I have found from surrounding colleges/universities, as well as check with institutions they are interested in attending. I would like to see how the classes they take from the college/university level meet high school graduation requirement. I know one of the issues our consortium has tried to deal with (and each high school handles it differently) would be how credit is awarded. Thank you very much for giving me the opportunity to voice my opinion.

Comments from Districts Not Currently Using Distance Learning:

- This truly comes down to funding! We would be interested but cannot afford the equipment to get started.
- Our students have participated in several community college courses via distance learning; however, we found that we could better meet student needs. Scheduling is less of an issue, and it is more economical to offer college level courses taught by our own staff
- We are a pre K - 8 school district so this really does not apply to us.
- Students may not be able to meet the same level expectation as is expected in the regular classroom; there may not be as much monitoring of the assessment of students.
- We have not yet determined how to use the technology to meet our needs. We do have a class of teachers taking a class for SEMO for ESOL certification.
- We do not use distance learning because of the expense and lack of need for high school credit courses. If there were more college level courses being taught, we might consider.
- Our district is located near an area vocational school and has agreements with four- and two-year colleges for dual credit enrollment. By utilizing these available resources, we do not see an immediate need to provide distance learning.
- We are very much interested in our students participating in distant learning. Our school is beginning to offer to pay for courses to stimulate more interest. For us, it will just take some time to show students the benefits of this type of learning
- We have been part of a consortium of small rural schools using two-way interactive instruction of our standard courses. A major problem for us has been scheduling, both school calendars and daily schedules. There has been resistance to change of calendars.
- The district will utilize distance learning courses during the spring semester for Dual Credit English and Dual Credit Public Speaking. Courses will be provided by the university.
- If the state provides the money, we would have some courses. I have visited many sites with this capability and IT DOES NOT EQUAL DIRECT INSTRUCTION IN ANYWAY. You cannot replace a teacher in the room.

- We have the desire. Funding and not adding additional burden for the same pay not an easy sell to our staff. "Work more for same pay" not a popular thought.
- We have distance learning equipment in our district, but are not currently using it. We have used it for dual credit courses through a local community college. It was not the best experience, but was successful for the most part. You just can't beat direct teaching.
- Distance learning is a great tool, but colleges have to make it a higher priority to develop and deliver quality instruction.
- The biggest hindrance is normally scheduling.
- We presently provide a distance learning class with a local college 2 evenings per week. Scheduling is our biggest headache. We have a Polycom and a decent facility, but have trouble finding willing partners.
- Our problem with implementation is the lack of available staff that could administer the distance learning program.
- State-wide support and funding for distance learning would help small districts like us to help students make up missing credits and probably improve our graduation rate and lessen the dropout rate. It should also be set up to credit the district on attendance.
- Funding is a main issue for most of our area school districts. Seems to be inequity among school districts across the state, which are able to provide distance learning for their students. Would like to see more of a state-wide effort to provide this service.
- Distance Learning Classroom has been dismantled. It was not being used and the room was needed for a regular classroom.
- Currently, we have no demand for use of distance learning opportunities. We do offer some distance learning courses through our vocational school for other students.
- One of our Technology Plan objectives is to purchase and implement distance learning opportunities. Unfortunately I'm afraid our network, at its current state, wouldn't be able to handle the bandwidth necessary.
- Only recently has our network connectivity reached a point where this activity can be seriously considered. We look forward to any progress DESE or HPR*TEC makes in overcoming the issues outlined in this survey.
- I would want to have an assessment of the demand for distance learning before any dollars were spent in this area. This could start by obtaining data from similar school districts.

Missouri Distance Learning Survey Fall Semester 2004-05

Instructions: Use either the TAB key or mouse to move forward in the survey. Hitting RETURN may cause the survey to be prematurely submitted.

1. Are there any students in the district enrolled in distance learning courses during Fall Semester 2004-2005?

☐

Yes

☐

No (Skip to Item 5)

2. List schools in the district with students enrolled in distance learning classes during this semester:

Click on "Add more schools" link in bottom right to input more schools.

School 1:

School 2:

School 3:

[Add more schools](#)

3. Indicate the number of district STUDENTS enrolled in distance learning courses using the following primary delivery systems: (Students enrolled in multiple classes should be counted multiple times)

Two-way, live interactive television

Two-way, live interactive desktop video-conferencing via Internet
(e.g., CentraOne)

- ☐ Web-based online instruction via Internet: packaged course without live, two-way interaction
- ☐ Blended combination of live interactive and pre-packaged instruction
- ☐ One-way, live video signal via satellite dish
- ☐ One-way video via commercial or public television programming (e.g., Cable in the Classroom)
- ☐ Correspondence course
- ☐ Other (please specify)
- ☐ TOTAL Number of Students Enrolled in DL courses

4. Indicate the number of distance learning courses by type and curriculum areas:
(Insert a number in each box as appropriate. Row totals may exceed the Total # of Courses for each subject area)

Total # Courses		# High School Courses	# AP or Dual Credit	# Provided by K-12 School	# Provided by college or University	# Correspondence Courses	# Commercial Product
<input type="text"/>	Communication Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Foreign Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Calculate Totals](#)

5. Which of the following factors are the most critical challenges districts face in being able to utilize distance learning? (Score each factor on a 5-point scale: 1= highest priority; 5= lowest priority)

- ☐ Technology infrastructure
 - ☐ availability of and access to distance learning technology equipment
 - ☐ availability of and access to student computers
 - ☐ availability of and access to broadband telecommunications infrastructure
 - ☐ affordability of broadband access
 - ☐ availability of and access to local technical support
 - ☐ availability of and access to out-of-district technical support

- ☐ Teacher preparation and delivery of instruction
 - ☐ availability of training for teachers on how to use distance learning equipment
 - ☐ availability of training for technical staff on how to support distance learning
 - ☐ availability of training for teachers on how to teach via distance learning
 - ☐ release time for planning, implementing, and evaluating use of distance learning
 - ☐ teacher certification requirements

- ☐ Course development, selection, or adoption
 - ☐ availability of information on courses available
 - ☐ availability of information on how to align courses with local and state curriculum
 - ☐ administrator or teacher release time to conduct alignment
 - ☐ outside assistance in selecting or developing appropriate courses
 - ☐ time and expertise for teachers and administrators in selecting or developing courses

- ☐ Course evaluation
 - ☐ expertise in measuring student performance
 - ☐ expertise in evaluating teacher performance
 - ☐ availability and use of reporting system that provides feedback to district

- ☐ Course grades/credits
 - ☐ determining how credits awarded (seat-time, course completion, competency testing,)
 - ☐ determining who awards credits
 - ☐ determining what courses meet high school graduation requirements

- ☐ Funding structure issues
 - ☐ availability of local funds for distance learning technology
 - ☐ availability of state and/or federal funds for distance learning technology
 - ☐ existence of school funding based on average daily attendance
 - ☐ determining ADA when students cross district boundaries

- ☐ Other (please specify)

6. Which of the following would most benefit your district's use of distance learning? (Score each factor on a 5-point scale: 1= highest priority; 5= lowest priority)

- ☐ Clearinghouse of approved courses and course providers

- ☐ Statewide contract for purchasing options for courses/software/hardware at discount price

☐ Consulting assistance to districts on use of state and federal funding for distance learning

☐ State-level funding assistance

☐ determining how credits awarded (seat-time, course completion, competency testing,)

☐ determining who awards credits

☐ determining what courses meet high school graduation requirements

☐ Other (please specify)

7. Additional comments regarding district use of and/or state support of distance learning:

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